Available online at www.sciencedirect.com

SCIENCE DIRECT®

ELSEVIER

Applied Developmental Psychology 26 (2005) 740–742

Applied Developmental Psychology

Contents Index to Volume 26, 2005

Number 1

Talking and reading science: Longitudinal data on sex differences in mother–child conversations in low-income families, 1
Harriet R. Tenenbaum, Catherine E. Snow, Kevin A. Roach, and Brenda Kurland

Bidirectional associations between temperament and parenting and the prediction of adjustment problems in middle childhood, 21
Liliana J. Lengua and Erica A. Kovacs

Family management practice, school achievement, and problem behavior in African American adolescents: Mediating processes, 39
Ronald D. Taylor and Elizabeth I. Lopez

Reliability of nominations and two-dimensional rating scale methods for sociometric status determination, 51
Gerard H. Maassen, Herman W. van Boxtel, and Frits A. Goossens

Examination of a structured problem-solving flexibility task for assessing approaches to learning in young children: Relation to teacher ratings and children's achievement, 69
J'Lene George and Daryl B. Greenfield

Authoritative parenting, parental scaffolding of long-division mathematics, and children's academic competence in fourth grade, 85
Jonathan F. Mattanah, Michael W. Pratt, Philip A. Cowan, and Carolyn P. Cowan

BOOK REVIEW

A Lifetime of Work using a Developmental Theory to Enhance the Lives of Children and Adolescents: Review of Robert L. Selman, The Promotion of Social Awareness: Powerful Lessons from the Partnership of Developmental Theory and Classroom Practice, 107
Richard De Lisi

Number 2

Age-related differences in how children with ADHD understand their condition: Biological or psychological causality?, 111
Jannette M. McMenamy, Ellen C. Perrin, and Marianne Wiser

Effects of shared parent–infant book reading on early language acquisition, 133
Jan Karrass and Julia M. Braungart-Rieker

Maternal knowledge of child development and quality of parenting among White, African-American and Hispanic mothers, 149
Keng-Yen Huang, Margaret O'Brien Caughy, Janice L. Genevro, and Therese L. Miller

Effects of a school-based social–emotional competence program: Linking children's goals, attributions, and behavior, 171
Karin S. Frey, Susan Bobbitt Nolen, Leihua Van Schoiack Edstrom, and Miriam K. Hirschstein

0193-3973/$ - see front matter © 2005 Elsevier Inc. All rights reserved.
doi: 10.1016/S0193-3973(05)00097-3

Available online at www.sciencedirect.com

SCIENCE DIRECT®

ELSEVIER

Applied Developmental Psychology 26 (2005) 740–742

Applied Developmental Psychology

Contents Index to Volume 26, 2005

Number 1

Talking and reading science: Longitudinal data on sex differences in mother–child conversations in low-income families, 1
Harriet R. Tenenbaum, Catherine E. Snow, Kevin A. Roach, and Brenda Kurland

Bidirectional associations between temperament and parenting and the prediction of adjustment problems in middle childhood, 21
Liliana J. Lengua and Erica A. Kovacs

Family management practice, school achievement, and problem behavior in African American adolescents: Mediating processes, 39
Ronald D. Taylor and Elizabeth I. Lopez

Reliability of nominations and two-dimensional rating scale methods for sociometric status determination, 51
Gerard H. Maassen, Herman W. van Boxtel, and Frits A. Goossens

Examination of a structured problem-solving flexibility task for assessing approaches to learning in young children: Relation to teacher ratings and children's achievement, 69
J'Lene George and Daryl B. Greenfield

Authoritative parenting, parental scaffolding of long-division mathematics, and children's academic competence in fourth grade, 85
Jonathan F. Mattanah, Michael W. Pratt, Philip A. Cowan, and Carolyn P. Cowan

BOOK REVIEW

A Lifetime of Work using a Developmental Theory to Enhance the Lives of Children and Adolescents: Review of Robert L. Selman, The Promotion of Social Awareness: Powerful Lessons from the Partnership of Developmental Theory and Classroom Practice, 107
Richard De Lisi

Number 2

Age-related differences in how children with ADHD understand their condition: Biological or psychological causality?, 111
Jannette M. McMenamy, Ellen C. Perrin, and Marianne Wiser

Effects of shared parent–infant book reading on early language acquisition, 133
Jan Karrass and Julia M. Braungart-Rieker

Maternal knowledge of child development and quality of parenting among White, African-American and Hispanic mothers, 149
Keng-Yen Huang, Margaret O'Brien Caughy, Janice L. Genevro, and Therese L. Miller

Effects of a school-based social–emotional competence program: Linking children's goals, attributions, and behavior, 171
Karin S. Frey, Susan Bobbitt Nolen, Leihua Van Schoiack Edstrom, and Miriam K. Hirschstein

0193-3973/$ - see front matter © 2005 Elsevier Inc. All rights reserved.
doi: 10.1016/S0193-3973(05)00097-3

The mediating role of fathers' school involvement on student achievement, 201
Brent A. McBride, Sarah J. Schoppe-Sullivan, and Moon-Ho Ho

What does it mean to be smart? The development of children's beliefs about intelligence in Germany and the United States, 217
Beth Kurtz-Costes, Rona J. McCall, C. Ryan Kinlaw, Chistopher A. Wiesen, and M. Holland Joyner

BOOK REVIEW

Today, moral identity; tomorrow, self-esteem?, 235
Robert L. Campbell

Number 3

Issues in the multi-cultural assessment of parent–child interaction: An exploratory study from the starting early starting smart collaboration, 241
Victor J. Bernstein, Elizabeth J. Harris, Claudia WeLaLa Long, Elizabeth Iida, and Sydney L. Hans

The emergence of gender differences in children's perceptions of their academic competence, 276
Jennifer Herbert and Deborah Stipek

Intervention to change parent–child reading style: A comparison of instructional methods, 296
Colleen E. Huebner and Andrew N. Meltzoff

Children's attributions for their own versus others' behavior: Influence of actor versus observer differences, 314
Charlotte Johnston and Catherine M. Lee

Social–cognitive and behavioral attributes of aggressive victims of bullying, 329
Robin L. Toblin, David Schwartz, Andrea Hopmeyer Gorman, and Tania Abou-ezzeddine

The influence of child attributes and social-situational context on school-age children's risk taking behaviors that can lead to injury, 347
Barbara A. Morrongiello and Lisa Sedore

BOOK REVIEW

With liberty and development for all, 362
David Moshman

Number 4

The moderating effect of extraversion on the relation between self-reported and observed parenting, 371
Riitta-Leena Metsäpelto and Lea Pulkkinen

Age differences in children's understanding of the complexity of the Internet, 385
Zheng Yan

Parenting behaviors associated with the maintenance of preschoolers' interests: A prospective longitudinal study, 397
Mary E. Leibham, Joyce M. Alexander, Kathy E. Johnson, Carin L. Neitzel, and Fabiola P. Reis-Henrie

Early impacts of moving from poor to middle-class neighborhoods on low-income youth, 415
Rebecca C. Fauth, Tama Leventhal, and Jeanne Brooks-Gunn

Links between risk and attachment security: Models of influence, 440
H. Abigail Raikes and Ross A. Thompson

Identifying determinants of young children's brand awareness: Television, parents, and peers, 456
Patti M. Valkenburg and Moniek Buijzen

BOOK REVIEW

Peer relations research for a new era: The legacy of John Coie, 469
Eric S. Buhs

Number 5

Special Section: Child Abandonment
Edited by: Charles A. Nelson

Editorial comment, 475
Charles A. Nelson

Introduction to Special Section on Child Abandonment, 475
Charles A. Nelson

Characteristics of children, caregivers, and orphanages for young children in St. Petersburg, Russian Federation, 477
The St. Petersburg–USA Orphanage Research Team

The influence of foster parent investment on children's representations of self and attachment figures, 507
John P. Ackerman and Mary Dozier

The role of institution and home contexts in theory of mind development, 521
Bilge Yagmurlu, Sibel Kazak Berument, and Seniz Celimli

BOOK REVIEW

Neglecting neglect: Societal and clinical challenges, 538
Michael Rutter

GENERAL INTEREST

Prosocial behaviors in context: A study of the Gikuyu children of Ngecha, Kenya, 542
Maria Rosario T. de Guzman, Carolyn Pope Edwards, and Gustavo Carlo

A longitudinal study of body image and strategies to lose weight and increase muscles among children, 559
Marita P. McCabe and Lina A. Ricciardelli

Pathways of long-term effects of an early intervention program on educational attainment: Findings from the Chicago longitudinal study, 578
Suh-Ruu Ou

Number 6

Children's and Adolescents' Intergroup Attitudes About Race and Ethnicity
Guest Editors: Melanie Killen and Clark Mckown

EDITORIAL COMMENT

Ethnic prejudice: A challenge to applied developmental–social psychology, 613
Ann McGillicuddy-De Lisi and Merry Bullock

GUEST EDITORS' INTRODUCTION

How integrative approaches to intergroup attitudes advance the field, 616
Melanie Killen and Clark McKown

RESEARCH PAPERS

Empathy, group norms and children's ethnic attitudes, 623
Drew Nesdale, Judith Griffith, Kevin Durkin, and Anne Maass

Stereotypes and beliefs about different ethnic groups in Spain. A study with Spanish and Latin American children living in Madrid, 638
Ileana Enesco, Alejandra Navarro, Isabel Paradela, and Silvia Guerrero

Preadolescents' understanding and reasoning about asylum seeker peers and friendships, 660
Maykel Verkuyten and Aafke Steenhuis

Children's perceptions of intergroup and intragroup similarity and the role of social experience, 680
Heidi McGlothlin and Melanie Killen

Interracial contact and racial constancy: A multi-site study of racial intergroup bias in 3–5 year old Anglo-British children, 699
Adam Rutland, Lindsey Cameron, Laura Bennett, and Jennifer Ferrell

Messages about the uniqueness and similarities of people: Impact on U.S. Black and Latino youth, 714
Sheri R. Levy, Tara L. West, Rebecca S. Bigler, Dina M. Karafantis, Luisa Ramirez, and Elizabeth Velilla

BOOK REVIEW

Keeping our eyes on the prize: Beyond Brown v. Board of Education, 734
Martin D. Ruck

Volume Contents, 740

Author Index, 743